NORTHCENTRAL UNIVERSITY
FOUNDATIONS ASSIGNMENT SHEET

Dear Student,

Assignment #5 should be done entirely in the discussion forum.
Your instructor will use this cover sheet to give you feedback on your work.

Main Task: Apply Critical Thinking

You will now begin to become familiar with one aspect of critical thinking--recognizing logical fallacies. This website Common Logical Fallacies provides a list of common logical fallacies and offers two examples for each fallacy. For this activity give one example for each of the four following logical fallacies.

1. Non Sequitur
2. Faulty Analogy
3. Hasty Generalization
4. Equivocation

Be sure to use examples that relate to your own field of study, either examples that you create yourself, or that you locate in articles in your field. Be sure to follow APA form and style to cite any outside source.

Then, choose any other logical fallacy from the list of logical fallacies. Find an example of this fallacy in the news media or in an internet source related to your field. Share the example, and the source, but do not mention the name of the fallacy. Your fellow students will have to identify this "mystery logical fallacy" in their responses to your post!

In addition to your content post, in which you offer your examples of the four logical fallacies listed and your "mystery logical fallacy", for your 75-100 word response post, identify the "mystery logical fallacy" in another student's post. The student post could be a current student or a past student post. Then, according to the content of the fallacy and the source, explain the impact you think that such faulty logic would have on the beliefs and behavior of the general public? What false conclusions and possible resulting actions might occur on the basis of this illogical statement?

Both your content post and your response post should reflect a collegial attitude, be free of grammar and spelling errors, and include all of the elements mentioned above.

Submit your posts into the Activity Discussion Forum area on the Activity screen.

Learning Outcome: 7
· Apply critical thinking skills.

Purpose: Engage, Envision, Evaluate

- Students **engage** with the Faculty Mentor and other students in a scholarly discussion
- Students **envision** selves as critical members of the professional community, not simply as passive users of information.
- Students **evaluate** skills in identifying fallacious arguments.

Product: Two discussion entries

Your instructor will give you feedback below. Reading and using your instructor's feedback is as much a part of your learning as is reading the course materials and doing assignments. Your instructor will not only help you understand the quality of your work on this assignment, but will also give you guidance on how to improve your skills and increase your knowledge that, if you follow it, will help you do better on future assignments!

Feedback:

Introduction to Feedback

1. Was the assignment done correctly?

Assignment elements	Faculty Mentor Feedback
Content entry should be 150-200 words	243
Content entry should offer one appropriate example for each of the four logical fallacies	Yes
Examples relate to the student's field of study or specialization	Yes
Fifth example is a "mystery fallacy" in the student's field of studies from the media or internet	Yes
Response post is 75-100 words	176
In the response post, the student identifies the type of logical fallacy in another student's "mystery logical fallacy" post	Yes
In the response post, the student discusses how the argument containing the logical fallacy might mislead public opinion or behavior.	Yes
Work is free of spelling and grammar errors	Yes
Exhibit a collegial attitude	Yes

2. Are statements about all readings and resources accurate? Yes

3. Is the writing clear and persuasive? Yes

4. Is the writing correct in punctuation, grammar, word usage, and APA style (for citations and references)? Yes

Grade and rationale. Grade is based on:

70% Content

1. Completion of the assignment as instructed
2. Understanding of assignment resources
3. Clarity and persuasiveness of writing

30% Presentation

4. Grammar, word usage and APA style

Faculty: Paste discussion posts here to give feedback if the student has incorrectly identified a fallacy.

Assignment 5: This content post serves to provide an example of the four assigned logical fallacies and one "mystery" fallacy. I tried my best to think of examples I could relate to professionally. This assignment talked about being a critical thinker, recognizing errors in reasoning, and being open minded to what other people believe and think. Critical thinking is the process by which a person applies, analyzes, synthesizes, and evaluates the information they are presented. A fallacy is a mistaken idea or argument that lacks validity and is often misleading even though the conclusion of the argument might be true.

1. Non Sequitar Fallacy - My principal would never give me detention for chewing gum because he always says hello to me in the mornings when I enter school.

2. Faulty Analogy – Students should focus entirely on academics and not on extra curricular activities while they are in school. After all, once they become adults they wont be able to "play" while at work.

3. Hasty Generalization Fallacy – The principal at Make Believe Middle school only cares about students in the Make Believe community.

4. Equivocation Fallacy – All students who are in the Program for Advanced Standings (PASS) are considered exceptionally advanced. Some students are not advanced in all subjects. Therefore, students who are not advanced in all subjects cannot be in PASS.

5. Mystery Fallacy – The student who was caught with drugs at school must be a drug user or drug dealer.

Enjoy, Michael

Response to the post below by Sandra Rapp:

Mystery Fallacy - Teachers get bonuses for students passing the end of year test. Only one student passed the test, so only one teacher gets a bonus?

I believe this fallacy is reasoning by a sweeping generalization. The first part of the statement above implies that if more than one student passes the test then more than one teacher will receive a bonus. The question being asked has been made on the implied reasoning of the first statement. Therefore, using a sweeping generalization it can be assumed that if only one student passes then only one teacher will receive a bonus.

This type of generalization disregards the fact that almost every generalization has one exception or more. This way of thinking can impact how teachers and the community view and reason individual student needs. Applying a sweeping generalization to every student as though it is true for each of them equally can have lasting negative educational implications.

Justin (August 17, 2007). Some fallacies of argumentation: Or, easy ways to make oneself look foolish. Retrieved from http://www.tektonics.org/guest/fallacies.html.